DOCUMENT RESUME

ED 074 236 VT 019 502

TITLE	Teacher Training Program for Distributive Education. Final Report.
INSTITUTION	Houston Univ., Tex. Dept. of Business Technology.
SPONS AGENCY	Texas Education Agency, Austin.
PUB DATE	72
NOTE	63p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Curriculum Design; *Distributive Education; *Distributive Education Teachers; Interdisciplinary Approach; Learning Laboratories; Models; *Program Development; Program Evaluation; Program Planning; Resource Materials; Teacher Certification; *Teacher Education Curriculum; Teacher Qualifications; *Undergraduate Study
IDENTIFIERS	*Texas

ABSTRACT

The purpose of this 3-month research project was to develop, evaluate, and implement a distributive education program of instruction leading to a Bachelor of Science in Technology degree at the University of Houston. Intended for use also as a statewide model, this interdisciplinary curriculum utilized extensively in its development research studies by a teacher educator from Virginia, Professor Lucy C. Crawford. Teacher competencies were identified, as well as a set of concepts and generalizations for various subjects in distributive education. Tentative program approval was given early in 1972 by the Texas Education Agency, permitting the university to offer two summer courses for teacher certification in distributive education. A model classroom-laboratory was designed, and an evaluation by consultants was carried out. Detailed curriculum descriptions are provided. (AG)

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Teacher Training Program for Distributive Education

Final Report of Research Project
Supported
By
The Texas Education Agency
Project Numbers 22987 and 38143
County-District Number 101-502

Project Director
William A. Speary
Business Technology Department
College of Technology
UNIVERSITY OF HOUSTON
Houston, Texas 77004

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FOREWORD

This report is the result of a research project entitled, "Teacher Training Program for Distributive Education." The purpose of this project was to develop a distributive education program of instruction leading to a Bachelor of Science in Technology degree at the University of Houston.

The report describes the procedure used in developing and constructing a distributive education teacher training program which may serve as a guide for similar programs in the state. It also includes the title, justification, description, and outline for each required course in the distributive education curriculum. Professional courses and courses in the distributive education teaching area were selected and presented as part of this report. A model classroom is presented in detailed form.

Hopefully this study has significant implications not only for distributive teacher educators but also for teacher-coordinators, supervisors, administrators, and other distributive education personnel.

The research project represented in this report was funded by the Department of Occupational Education and Technology of the Texas Education Agency in cooperation with the University of Houston. The report was completed by W. A. Speary, Associate Professor of Business Technology, College of Technology, University of Houston.

Carlos K. Hayden, Chairman
Department of Business Technology
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CHAPTER I

INTRODUCTION

The Problem

The problem was to develop, evaluate, and implement a teacher training program in distributive education at the University of Houston.

Background of the Problem

The rapid growth of Distributive Education programs in Texas and the need for fully qualified teacher-coordinators to support these programs indicate a need for sound teacher training programs for Distributive Education. A source of fully qualified teacher-coordinators who not only have the required work experience in distributive occupations but who also have an academic background in the distributive teaching area and are knowledgeable in effective techniques of instruction is necessary if the program is to continue to expand professionally on a state-wide basis.

In the Spring of 1972, a research proposal was submitted to the Texas Education Agency entitled, "Teacher Training Program for Distributive Education." It was approved and funded in May for a three-month period, June through August, 1972. The grant included salaries and wages, travel expenses, supplies and materials, communications, printing, consultants' fees, and library books. It provided the University of Houston with the necessary funds for developing a teacher training program in distributive education.

One of the highlights of this research project was the visitation of two consultants on the campus, Dr. Ralph E. Mason of Indiana State University and Professor Lucy C. Crawford of Virginia Polytechnic

Institute. These teacher educators of distributive education provided valuable input into the development of the total program and evaluated the curriculum as it had been designed. It was discovered during Professor Crawford's visit that she had done a research study entitled, "A Distributive Teacher Education Curriculum Theory Design"[1] for her university. This document was used extensively in the development and evaluation of the teacher training program in distributive education at the University of Houston.

Early during the planning stages it was decided that the teacher training program in distributive education should be offered as part of the Business Technology Department in the College of Technology. This department offers courses which are ideally suited to the teaching areas of distribution because of its task-oriented philosophy. The College of Technology also provides an ideal climate in which to develop a program of training teachers to teach others "how to" perform tasks and skills. The interdisciplinary approach of the College of Technology to education is reflected by the involvement and cooperation of the College of Arts and Sciences and the College of Education.

Definition of Terms

The terms used in this study are defined as follows:

Distributive Education is a vocational instructional program designed to meet the needs of persons who have entered or are preparing to enter a distributive occupation or an occupation requiring competency in one or more of the marketing functions.

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[1]Lucy C. Crawford, A Distributive Teacher Education Curriculum Theory Design. (Blacksburg, Virginia: Virginia Polytechnic Institute, 1971).

Distributive Teacher Education Curriculum includes the general, teaching area, and the professional courses prescribed by a designated institution. It includes all other organized activities directed by the institution, such as a curricular club.

Syllabus is a curriculum guide which includes over-all and specific educational objectives, arrangement of subject matter, learning experiences to give direction in meeting the state objectives, and texts and references.

Cooperative Part-time Training Programs are designed to provide classroom instruction and on-the-job supervised training and work experience for high school students preparing to enter employment in occupational classifications in the marketing and distributing of products and services in retailing, wholesaling, and service selling businesses. This program involves a cooperative business relationship between employers of the community and the public school. Businesses employ students during each school day at wage rates equitable for beginning young employees.

Pre-employment Laboratory Training, sometimes referred to as Project Training or Lab Training, is designed to provide technical instruction and practical experience for high school students preparing to enter employment in distributive occupations. Technical training and practical experience shall be provided in the knowledge and skills required in selected occupations and clusters of related distributive occupations in the school's distributive education classroom and specially equipped laboratory in the distributive education department.

Teaching Area, sometimes called the Specialization Area or Teaching Field or Technical Area, is composed of courses which provide the subject background or specific knowledge in the field that the teacher teaches.

General Education, sometimes referred to as Academic Foundations, consists of courses which develop basic mathematical, communications, and economic competencies needed by the teacher. These courses can be applied to all teaching areas.

Related Literature and Research

The review of related literature and research revealed two significant research studies by Professor Lucy C. Crawford. These two studies were entitled, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education,"[2] and "A Distributive Teacher Education Curriculum Theory Design."[3]

In her first study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," Professor Crawford determined the competencies needed by a high school distributive education teacher-coordinator to effectively conduct a distributive education program, and then she determined the experiences to include in a teacher education program to develop these competencies. Her study involved

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[2]Lucy C. Crawford, A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education, Vols. I-V. (Blacksburg, Virginia: Virginia Polytechnic Institute, 1967 and 1969).

[3]Lucy C. Crawford, A Distributive Teacher Education Curriculum Theory Design. (Blacksburg, Virginia: Virginia Polytechnic Institute, 1971).

state supervisors of distributive education, teacher educators, teacher-coordinators, and distributive workers.

Pertinent findings of this study are as follows:

> There was high degree of agreement among distributive education state supervisors, assistant supervisors and teacher educators regarding 96 basic beliefs concerning distributive education. These beliefs, as a philosophy of distributive education, form the theoretical structure for this research. The three groups who participated in in-depth group interviews regarding the critical tasks in the job of the teacher-coordinator rated 179 of the 187 tasks in the critical task card-sort as "critical." A total of 233 professional competencies were deemed necessary to effectively perform the agreed-upon critical tasks. These competencies are grouped around the following job functions: teaching, guidance, coordination, public relations and operation and administration. Technical teaching competencies (subject matter know-how), clustered around nine areas: advertising, communications, display, human relations, mathematics, merchandising, product and service knowledge, operations and management and selling were identified and evaluated. In addition, a set of concepts and generalizations concerning marketing and economic understandings have also been evaluated.[4]

In her second study, "A Distributive Teacher Education Curriculum Theory Design,"[5] Professor Crawford took the competency pattern that she had developed and applied it to the development of a curriculum for the distributive education teacher training program at Virginia Polytechnic Institute. Her study was used in much the same way to develop the curriculum for the teacher training program in distributive education at the University of Houston.

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[4]Lucy C. Crawford, A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education, Vols. I-V. (Blacksburg, Virginia: Virginia Polytechnic Institute, 1967 and 1969), p. 1.

[5]Lucy C. Crawford, A Distributive Teacher Education Curriculum Theory Design. (Blacksburg, Virginia: Virginia Polytechnic Institute, 1971).

Assumptions and Limitations

It is assumed that the teacher training program in distributive education that is developed at the University of Houston could be used as a guide to other institutions in Texas.

This three-month study was limited to the construction of a curriculum, to the design of a classroom-laboratory, and to the implementation of a teacher training program in distributive education at the University of Houston.

Objectives

The objectives were:

1. To construct a curriculum in distributive education.
2. To offer two courses for certification in distributive education during the first summer term, 1972.
3. To design an ideal classroom-laboratory for distributive education.
4. To present the curriculum for certifying teacher-coordinators to the State Board of Education for approval.
5. To implement a teacher training program in distributive education in the College of Technology at the University of Houston leading to a Bachelor of Science Degree in Technology.

Procedures

The process for developing a teacher training program in distributive education at the University of Houston involved five steps: (1) the determination of the competencies needed by the distributive education coordinator, (2) the design of a curriculum to meet these needed competencies, (3) the design of a classroom-laboratory to complement the curriculum, (4) the evaluation of the designed program, (5) the implementation of the program.

The research findings from a study completed by Lucy C. Crawford, "A Competency Pattern Approach to Curriculum Construction in Distributive Education,"[6] were used to establish the competencies need by the distributive education coordinator. This was an excellent study which listed the critical tasks in the job of the distributive education teacher-coordinator and gave the competencies needed to perform these tasks.

The Crawford study was used extensively in designing the curriculum for the teacher training program at the University of Houston. A study was also made of the catalogues of 34 colleges and universities offering a program in distributive education teacher training. Appendix A gives the findings of this survey. The experience and background of twenty years as a teacher-coordinator at both the secondary school and college levels in Texas by the Project Director was also used in developing this curriculum.

A task force of local distributive education teacher-coordinators was formed to develop and evaluate a classroom-laboratory that would be ideally suited to a teacher training program in distributive education. The findings of this task force are presented in Chapter III of this study.

Two outstanding teacher educators visited the University of Houston campus to assist in evaluating the designed curriculum and the total program. These consultants gave valuable advice and assistance to the Project Director. The Stat Director of Distributive Education also visited the campus of the University of Houston and gave much helpful advice.

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[6]Lucy C. Crawford, A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education, Vols. I-V. (Blacksburg, Virginia: Virginia Polytechnic Institute, 1967 and 1969).

After the curriculum was developed, necessary approval was obtained from faculty committees in the College of Education, the College of Technology, and the Academic Committee of the University of Houston.

Tentative approval of the program was given by the Texas Education Agency in the summer of 1972 and two courses in the distributive education professional area were offered during the first six-weeks term of this year.

CHAPTER II

UNDERGRADUATE CURRICULUM IN DISTRIBUTIVE EDUCATION

Based on findings from the study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education,"[7] the distributive teacher education curriculum at the University of Houston was designed to develop those competencies needed by the distributive education teacher-coordinator in order to effectively conduct distributive education programs. In addition the study made of college and university catalogues provided valuable guidance in preparing the curriculum. Please see Appendix A.

The distributive education teacher-coordinator is a member of the local school staff who teaches distributive and related subject matter to students preparing for employment. He coordinates classroom instruction with on-the-job training or with occupationally oriented learning activities of students. He is responsible for distributive education in the high school and is sponsor of the local distributive education club.

The undergraduate curriculum includes, in addition to general courses, teaching area courses, and professional education courses, supervised student teaching, and supervised distributive experiences. Off campus experiences which are necessary to meet the work experience requirement of two years in a distributive occupation may be fulfilled by enrolling in the University's Co-operative Education program or by enrolling in BST 280, Supervised Distributive Experience Seminar.

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[7]Lucy C. Crawford, A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education, Vols. I-V. (Blacksburg, Virginia: Polytechnic Institute, 1967 and 1969).

In the general education portion of the curriculum, care was taken to include courses to develop basic mathematical, communications, and economic competencies needed by the D. E. teacher-coordinator.

The teaching area courses are provided by the Business Technology Department in the College of Technology and by the Home Economics Department and Communications Department in the College of Arts and Sciences.

The professional portion of the curriculum includes general professional courses provided by the College of Education and distributive education courses from the Business Technology Department.

Structure of the Curriculum

The undergraduate curriculum is structured to include university core requirements, college core requirements, professional core requirements, teaching area requirements, legislative teacher certification requirements, and free electives. The schedule of courses, a flow chart, catalog descriptions and course justifications, course outlines, and a degree plan are presented on the following pages.

Schedule of Courses

Certifying Program

Area of Specialization: Secondary

Teaching Field: Business Technology (Distributive Education)

Persons in Charge: Dr. Carlos K. Hayden, Chairman
Business Technology Department

Associate Professor William A. Speary,
Teacher Educator, Distributive Education

General Education

English (9 hours)	133: Freshman English (and) 6 hours of 200 level courses to include BST 362 - Business and Technical Writing
History (6 hours)	231-232: The United States to 1877; The United States since 1877
Political Science (6 hours)	233-234: American Government: National, State, and Local
Science and Mathematics (12 hours)	
Approved Academic Electives (19 hours) Including six hours of economics, three hours of computer organization, three hours of psychology, and three hours core distribution electives	To be selected in concurrence with coordinator
Health and Physical Education (2 hours)	

Total 54

Electives

Free Electives (6 hours) Total 6

Teaching Area

Objectives. To gain an adequate knowledge of the distribution of goods and services in order to teach the subject matter included in the secondary distributive education curriculum.

BST 131: BUSINESS OPERATION AND CONTROL
HEC 235: TEXTILES I
BST 260: BUSINESS LAW
BST 271: BUSINESS RECORDS I
BST 272: BUSINESS RECORDS II
*BST 280: SUPERVISED DISTRIBUTIVE EXPERIENCE SEMINAR
COM 339: PRINCIPLES OF ADVERTISING
BST 360: APPLIED STATISTICS FOR BUSINESS AND INDUSTRY

BST 380: DISTRIBUTION TECHNOLOGY
BST 382: SALESMANSHIP
BST 383: RETAILING
BST 384: ORGANIZATION AND ADMINISTRATION OF A DISTRIBUTIVE EDUCATION PROGRAM
BST 390: SUPERVISORY PRACTICES
BST 433: OFFICE SYSTEMS
BST 480: MERCHANDISING
BST 489: APPLIED PROBLEMS IN DISTRIBUTION
BST 499: SUPERVISORY PROBLEMS
(Exceptions made upon approval of Chairman)

*Two years of recent work experience, or the equivalent, in a distributive occupation is required. At least one year of occupational experience must be completed before the candidate may be fully admitted to the distributive education program. The student is encouraged to enroll in the University's Co-operative Education program to gain the required work experience. BST 280 will not be required for those students meeting the work experience requirement.

Total 48-51

Professional Courses

Objectives. On completion of the Professional Education sequence the distributive education major will:

1. Have an understanding of the historical growth, development and organization of the American secondary school.

2. Know the objectives and functions of the secondary school in our American society.

3. Be aware of the various curriculum patterns of secondary schools and how the forces of a constantly changing society modified this curriculum.

4. Possess specific and detailed knowledge of the curriculum in the area of specialization.

5. Have gained a thorough understanding of the growth and development of school age children.

6. Have the ability to select and plan learning experiences for secondary school students in distributive education courses.

7. Possess usable knowledge of behavior controls, testing and evaluation as applied to secondary schools.

8. Be able to evaluate methods of teaching.

9. Have an appreciation of the specialization in the total program of the secondary school.

10. Be aware of the many allied or non-teaching activities performed by secondary school teachers.

11. Have an awareness of, and an appreciation for, the importance of the role of the secondary school teacher.

12. Understand the variety and complexity of distributive education coordination activities.

13. Have the ability to organize and operate a distributive education program in the secondary or post-secondary school setting.

Professional Coursess

C&I 362: INTRODUCTION TO THE PROFESSION OF TEACHING
FED 361: EDUCATIONAL FOUNDATIONS FOR TEACHING
BST 385: PRINCIPLES OF OCCUPATIONAL AND TECHNICAL EDUCATION
BST 485: METHODS OF TEACHING DISTRIBUTIVE EDUCATION

Total 12

Student Teaching

BST 486A-486B: STUDENT TEACHING IN DISTRIBUTIVE EDUCATION

Total 6

GRAND TOTAL 126-129

UNIVERSITY OF HOUSTON - COLLEGE OF TECHNOLOGY
1972-73

BACHELOR OF SCIENCE IN TECHNOLOGY DEGREE

BUSINESS TECHNOLOGY MAJOR
DISTRIBUTIVE EDUCATION OPTION

Mr. Mrs. Miss _____ Student No. _____

Address _____ City _____ Zip _____ Phone _____

Minimum No. Hrs. Required _____ No. Hrs. Transferred _____ No. Hrs. U of H _____

Advisor _____ Date _____

			FRESHMAN YEAR			
First Semester 16 Sem. Hrs.	ENG 133 Grade ____	TMT 135 or Equiv. Grade ____	SPC 131 Grade ____	BST 131 Grade ____	Science Grade ____	HPE 111 Grade ____
Second Semester 16 Sem. Hrs.	ENG 200 level (3 Hrs.) Grade ____	BST 160 Grade ____	[1]TMT 137 Grade ____	PSY 133 Grade ____	Science Grade ____	HPE 112 Grade ____
			SOPHOMORE YEAR			
First Semester 18 Sem. Hrs.	HEC 135 Grade ____	BST 271 Grade ____	ECO 233 Grade ____	HIS 231 Grade ____	BST 260 Grade ____	Core Elec (3 hrs. Grps A, B &/or D Grade ____
Second Semester 17 Sem. Hrs.	BST 380 Grade ____	BST 272 Grade ____	ECO 234 Grade ____	HIS 232 Grade ____	BST 280 or Equivalent Grade ____	BST 121 or Equivalent Grade ____
			JUNIOR YEAR			
First Semester 18 Sem. Hrs.	POL 233 Grade ____	BST 390 Grade ____	C&I 362 Grade ____	BST 360 Grade ____	COM 339 Grade ____	Elective (3 Hrs.) Grade ____
Second 15 Sem. Hrs.	POL 234 Grade ____	BST 362 Grade ____	BST 382 Grade ____	BST 384 Grade ____	FED 361 Grade ____	
			SENIOR YEAR			
First Semester 18 Sem. Hrs.	BST 385 Grade ____	BST 439 Grade ____	BST 485 Grade ____	BST 383 Grade ____	BST 480 Grade ____	BST 499 Grade ____
Second Semester 13 Sem. Hrs.	BST 486A Grade ____	BST486B Grade ____	BST 489 Grade ____	Elective (3 Hrs.) Grade ____	Elective (1 Hr.) Grade ____	

Prerequisites: [1]TMT 135 or equivalent

Admission and Retention in Teacher Education:

1. See College of Education catalog.
2. One year of experience in a distributive occupation.

Additional Requirements:

Two years of recent work experience, or the equivalent, in a distributive occupation is required for certification.

Revised 7/24/72 dv

Catalog Descriptions and Course Justifications

280: SUPERVISED DISTRIBUTIVE EXPERIENCE SEMINAR
Cr. 3. (3-0). Prerequisite: Approval of Coordinator
Minimum 500 hours experience in approved distributive business; written work report.

Justification: Two years of recent work experience, or the equivalent, in a distributive occupation is required. At least one year of occupational experience must be completed before the candidate may be fully admitted to the distributive education program. The student is encouraged to enroll in the University's Co-operative Education program to gain the required work experience. BST 280 will not be required for those students meeting the work experience requirement.

384: ORGANIZATION AND ADMINISTRATION OF A DISTRIBUTIVE EDUCATION PROGRAM
Cr. 3. (3-0). Prerequisite: C&I 362
Planning and organizing local distributive education programs under state and federal legislation; techniques in coordinating a co-operative program.

Justification: Cooperative distributive education is a training program organized on a cooperative part-time basis and supervised by a teacher-coordinator in cooperation with the business community. This is a heavy demand on organizational abilities and makes the teacher-coordinator the key to the success of a program.

385: PRINCIPLES OF OCCUPATIONAL AND TECHNICAL EDUCATION
Cr. 3. (3-0). Prerequisite: C&I 362
The principles, structure, problems, scope, and functions of occupational and technical education as sponsored by federal, state, and local legislation.

Justification: The teacher-coordinator of distributive education should be able to perceive the role of occupational education in the total school program, and to have the ability to place a high value on the interrelationships. He should have the ability to determine the need for occupational education and to assess the importance of occupational guidance. He should be familiar with the federal acts affecting occupational education and know what is available to his program and to the local school district.

485: METHODS OF TEACHING DISTRIBUITVE EDUCATION
Cr. 3. (3-0). Prerequisite: BST 380, 382, 384, FED 361
Materials and methods of teaching distributive education cooperative classes in the secondary school.

Justification: The cooperative plan of distributive education uses the part-time actual work situation as a "school laboratory" in which occupational competencies are developed through supervised job experiences while related instruction is given in the school classroom. Two types of instruction are necessary: (1) basic related instruction - those concepts, knowledges, skills, understandings, and attitudes needed by all the students as basic to occupational preparations; and (2) specific instruction - those concepts, skills, and attitudes needed by the individual student trainee to handle the duties and responsibilities on "his" job. This course will enable the student to properly teach the distributive education subjects.

486A-486B: STUDENT TEACHING IN DISTRIBUTIVE EDUCATION
Cr. 3, per course. (3-0). Prerequisite: BST 485 and approval of chairman. Undergraduate credit only; concurrent enrollment only.
Full-time supervised experience in classroom teaching, coordination, and club work for nine weeks.

Justification: The teacher-coordinator in distributive education must coordinate the classroom learning experiences with those encountered on the part-time jobs at the training station. The teacher-coordinator arranges with the supervisor on the job, or training sponsor, to carry out a carefully analyzed training program and periodically the teacher-coordinator visits both the student and the training station sponsor on the job. A well supervised student teaching experience would be necessary in the professional development of the future teacher-coordinator.

Course Outlines and Course Objectives

Business Technology 280

SUPERVISED DISTRIBUTIVE EXPERIENCE SEMINAR

Credit: 3 semester hours. (3-0)
Prerequisite: Approval of Chairman.

Objectives

1. To give the student an opportunity to gain occupational experience in a distributive business

2. To provide background knowledge and skills in distribution

3. To develop the self-confidence needed for the teacher of distributive subjects to relate classroom instruction to the realities of distributive employment

4. To add prestige to the teacher-coordinator's position as he works with the business community

5. To assist students who have insufficient work experience backgrounds in acquiring the necessary experience to meet certification requirements

Course Outline

1. Job placement of student

   1.1 By University's on-going Cooperative Education program
   1.2 By student's initiative
   1.3 With help from instructor of distributive education

2. Seminar

   2.1 Students will meet to explore job problems, analyze skills, and study problems and challenges of employment
   2.2 Written job analysis

TEXT: No text

Business Technology 384

ORGANIZATION AND ADMINISTRATION OF A DISTRIBUTIVE EDUCATION PROGRAM

Credit: 3 semester hours. (3-0).
Prerequisite: C&I 362.

Objectives

1. To help the student to understand the variety and complexity of coordination activities

2. To give the student workable techniques in organizing and operating a distributive education program

Course Outline

1. Coordination techniques

   1.1 Selecting students
   1.2 Placing students
   1.3 The training plan
   1.4 Evaluating students
   1.5 Job visitation
   1.6 Securing training stations
   1.7 Coordinator relationships with others

2. Organization of the program

   2.1 Publicity
   2.2 The advisory committee
   2.3 Scheduling classes
   2.4 Developing a plan of organization

3. Distributive Education Clubs of America

   3.1 Organizing the club
   3.2 Chapter meetings
   3.3 Financing club
   3.4 State and national clubs
   3.5 Correlating club activities and instruction
   3.6 Contests

TEXT:: Crawford, Lucy C. and Meyer, Warren G. Organization and Administration of Distributive Education. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972.

Business Technology 385

PRINCIPLES OF OCCUPATIONAL AND TECHNICAL EDUCATION

Credit: 3 semester hours. (3-0).
Prerequisite: C&I 362.

Objectives

1. To give the student an opportunity to perceive the role of occupational education in the total school program

2. To study the various federal acts relating to occupational education

3. To understand the need for occupational education of various groups of youth and adults

4. To learn of the financing and reimbursement policies of the occupational acts.

5. To value the interrelationships of all occupational services

Course Outline

1. Nature and meaning of occupational and technical education

   1.1 Primary function of occupational and technical education
   1.2 Occupational and technical education defined
   1.3 Comparison of general education with occupational education
   1.4 Occupational education as a component part of the total educational program
   1.5 Occupational education based on individual and community needs

2. Need for occupational and technical education

   2.1 Occupational education needs of various groups of youth and adults
   2.2 Occupational education and the need for an adequate and efficient labor supply
   2.3 Consumer demands in relation to occupational education

3. Guidance services

   3.1 Interpretation of information concerning an individual which will help find solutions to problems
   3.2 Using information of an individual's interests, aptitudes, and abilities when assisting him occupationally
   3.3 Incorporating information about students and occupations into curriculum planning teaching activities
   3.4 Occupational guidance as a means of providing individuals with the information and skills needed to make wise decisions concerning problems of occupational adjustment

4. Legislation concerning occupational education

   4.1 Federal acts which have helped develop and expand occupational education
   4.2 Influence of federal acts over the various occupational education programs

5. Financing occupational education

   5.1 Legislation and funding of occupation education
   5.2 Proper use of funds appropriated to secure supplies and expand instructional programs
   5.3 Reimbursement and occupational education

6. Occupational services

   6.1 Functions and services of each occupational service, i.e., agricultural education, business education, distributive education, home economics education, and industrial education
   6.2 Cooperation among the occupational services
   6.3 Planning and developing instructional programs, incorporating the services of other occupational areas

7. Principles of occupational and technical education

   7.1 Basic principles regarding occupational education
   7.2 Illustration of each basic principle of occupational education in terms of various vocational services

TEXT: Roberts, Roy W. Vocational and Practical Arts Education. New York: Harper and Rowe, Publishers, 2nd edition, 1971.

Business Technology 485

METHODS OF TEACHING DISTRIBUTIVE EDUCATION

Credit: 3 semester hours. (3-0).
Prerequisite: BST 380, 382, 384, FED 361.

Objectives

1. To prepare students to teach distributive subjects
2. To instruct the student in the philosophy of vocational teaching
3. To give the student specific methods and materials in teaching distributive education

Course Outline

1. Objectives of education for distribution
2. Instructional content in distributive education
   - 2.1 School and business relationships
   - 2.2 Economics of distribution
   - 2.3 Salesmanship
   - 2.4 Communications
   - 2.5 Mathematics for distribution
   - 2.6 Merchandising
   - 2.7 Advertising and display
   - 2.8 Sales promotion
   - 2.9 Marketing research
   - 2.10 Career opportunities in distribution
3. The vocational approach to related instruction
   - 3.1 Application-type activities
   - 3.2 Participation-type activities
   - 3.3 Individual assignment activities
4. Instructional facilities and laboratory equipment
   - 4.1 The distributive education classroom
   - 4.2 The distributive education library

TEXT: No text

Business Technology 486A-486B

STUDENT TEACHING IN DISTRIBUTIVE EDUCATION

Credit: 3 semester hours. (3-0).
Prerequisite: BST 485 and Approval of Chairman.

Objectives

1. To assist the prospective teacher-coordinator to bridge the gap between the theory and practice of the University's teacher education program and the functions and responsibilities of the actual instructional situation

2. To give the student an opportunity to gain real-life experience in the activities of coordination

Course Outline

1. Teaching distributive education students

   1.1 Assisting in small group or individualized study
   1.2 Developing lesson plans and adapting resource materials
   1.3 Using varied teaching methods and materials, involving both individual and group instructional techniques
   1.4 Practicing effective classroom management
   1.5 Caring for classroom facilities and equipment used in instruction

2. Coordination activities

   2.1 Developing relationships between coordination activities and the total instructional program
   2.2 Establishing standards for coordination practices and procedures
   2.3 Identifying appropriate projects and/or selecting suitable training stations (cooperative plan) in relation to students occupational objectives
   2.4 Using training records and developing training agreements
   2.5 Integrating classroom instruction and experiences in cooperative and/or project training
   2.6 Evaluating trainee performance
   2.7 Conducting out-of-class activities, such as tours, and practical research studies

3. DECA activities

   3.1 Using state and national DECA manuals to promote understanding of the purposes, policies, and standards of club activities
   3.2 Helping club officers provide leadership
   3.3 Assisting with program planning and special activities
   3.4 Preparing students for contests
   3.5 Participating in regional and state DECA conferences

4. Guidance and counseling

   4.1 Interviewing and making recommendations for the selection of prospective distributive education students
   4.2 Providing information concerning occupational choices and suggestions about appropriate training stations
   4.3 Visiting homes and conferring with parents at school
   4.4 Establishing a working relationship with the school's guidance department

5. School-community relations

   5.1 Meeting and talking with school administrators; teachers; guidance counselors; and library, medical, cafeteria, custodial, clerical, attendance, and transportation personnel in the school
   5.2 Attending faculty meetings
   5.3 Performing non-teaching assignments such as hall duty and supervision of a homeroom, study hall, or fire drill
   5.4 Participating in extra-curricular activities important to the distributive education program
   5.5 Assisting in activities designed to interpret distributive education to qualified students
   5.6 Developing good public relations, including working with professional and business organizations
   5.7 Preparing and distributing news releases and promotional brochures
   5.8 Meeting with advisory committee members

6. Records and reports

   6.1 Reviewing and preparing distributive education reports required by state and local officials
   6.2 Reviewing records required by the school, such as attendance forms, report cards, and cumulative records
   6.3 Reviewing teacher-coordinator's files and instructional planning
   6.4 Preparing a diary of student-teaching experiences

7. Observation of teaching

   7.1 Observing classes in distributive education and discussing findings with the teacher-coordinator
   7.2 Participating in team teaching or serving as the teacher-coordinator's aide

TEXT: No text

THE UNIVERSITY OF HOUSTON BACHELOR OF SCIENCE IN TECHNOLOGY DEGREE PLAN
College of Technology - Business Technology

Name _____
Last First Middle Student No.

Date of Entrance _____ Catalog _____

Prepared By _____ Date _____

Teaching Area: Distributive Education

Hours Required for Graduation _____

Hours Completed at Present Time _____

Lacks for Graduation _____

Date of Conference _____

#Work Experience _____

		SH REQ	TRANSFERRED	SEM HRS	COMPLETED U OF H	TOTAL	TO BE COMPLETED
ACADEMIC FOUNDATIONS Approximately 60 Hrs.	ENGLISH 133: 6 hrs. 200 level (Courses to include BST 362)	9					
	HISTORY 231-2	6					
	POLITICAL SCIENCE 233-4	6					
	SCIENCE MATHEMATICS	12					
	ECONOMICS 233-4	6					
	SPEECH	3					
	COMPUTER ORGANIZATION	3					
	PSYCHOLOGY 133	3					
	ELECTIVES (Includes 6 s.h. free electives) BST 121 or equiv.	10					
	HPE 111-2 (2 hrs.)	2					
SPECIALIZATION AREA Plan III-Vocational 48-51 Sem. Hrs.	BST 131 BST 260 BST 271, 272 HEC 235 #BST 280 COM 339 BST 360 BST 380, 382, 383, 384 BST 480, 489 BST 390, 433, 499	48					
PROFESSIONAL COURSES 18 Hrs.	C&I 362 FED 361 BST 385 BST 485	12					
	BST 486A BST 486B	6					
	TOTA	126					
	ADVANCED	36					

*Non-Advanced Course
Advanced Course

Date Admitted TE_____

#Not required for students meeting work experience requirement

11/10/72 dv

CHAPTER III

DISTRIBUTIVE TEACHER EDUCATION LABORATORY

General Statement: The need for a laboratory for students enrolled in distributive teacher education has been intensified by the addition of the pre-employment laboratory program in distributive education in the high school and adult programs. Since the on-the-job experiences ordinarily received by the cooperative students must be simulated in the laboratory, it is essential that prospective teacher-coordinators be trained in the use of such facilities. The laboratory should serve as a model to schools designing new classrooms. Most new high schools design a special room for distributive education and seek advice on such designs.

Space is not available at the University of Houston for such a classroom-laboratory at the present time. Plans are under way, however, for a new College of Technology building, and a classroom-laboratory for the training of distributive education majors is included in these plans. The following is a description of an ideal classroom-laboratory which was developed with the assistance of a Task Force of selected teacher-coordinators from Texas.

Size: The room should contain a minimum of 1200 square feet of floor space. In a study made by a National Committee it was found that 40 sq. ft. of floor space per student is required in a room that is used as a working laboratory. A 10 foot section of the room should be partitioned so that that section can be used as a workroom. The 30' x 40' laboratory will accommodate a maximum of 30 students when both the laboratory and the workroom are used simultaneously.

Equipment: This classroom needs two units of equipment which are distinctive to distributive education. It needs a Selling Unit and a Display Window.

Selling Unit: The selling unit should consist of four wall cases and a full-length triple-mirror alcove placed against the wall, and a glass-enclosed service and display counter and matching utility counter (combination wrapping station and cash register stand) to be used in front of the wall cases.

The two cases (A and B) should have sliding doors to protect the merchandise (borrowed from stores or individuals) from dust. These cases should have locks and be equipped with lighting. The lower half of one of these cases (A) should have one wooden shelf in the center with two flush panel sliding doors. The other (B) should have the lower half equipped with four drawers on metal rollers.

The two wall cases (C and D) should each have five wooden shelves which are adjustable on metal strips and clips.

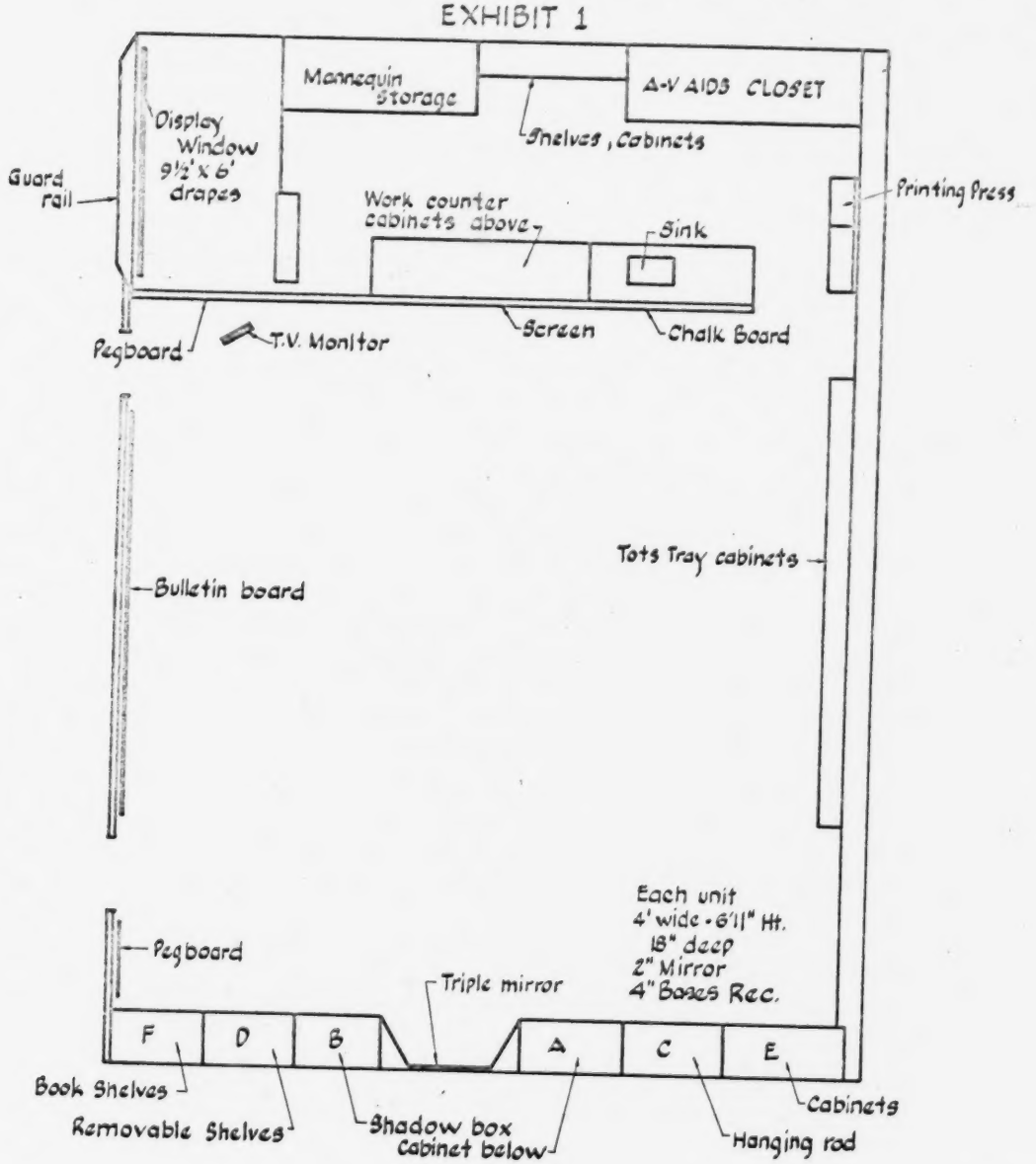
These five units should be 4 feet wide, 6 feet 10 inches high with 4 inch bases, recessed 2 inches with the exception of the triple-mirror. It may have a 1 inch recessed base. The mirror and hang-rod case should be approximately 24 inches deep. The other three units should be about 18 inches deep.

The five wall units should be combined into one wall unit by means of projecting cornices which will provide indirect lighting by means of fluorescent strips.

The glass enclosed display case should be approximately 24 inches wide, 38 inches high and 6 feet long with 15-inch glass front and sides. It should have one row of adjacent and removable glass shelves on

LAYOUT OF CLASSROOM-LABORATORY

EXHIBIT 1



adjustable knife-type brackets. It should have mirrored frame sliding doors on the back of the glass display part and wooden sliding doors on the back of the storage part. The 4 inch base should be recessed 2 inches. It should be possible to lock the glass display section if necessary. Fluorescent lighting is needed in this case.

The utility counter should also be 6 feet long and 24 inches wide and 38 inches high, with 4 inch base recessed 2 inches. The underneath back part of this case should be provided with open shelving for wrapping supplies--wrapping sheets, paper bags, rolls of wrapping, ribbon and twine holders. Other space should be taken up with drawers.

This selling unit will need electrical outlets for lighting the wall cases and the floor cases. The utility counter will be used to hold projectors of various kinds, tape recorders, record players for use in training as well as an electric cash register, so floor outlets should be located close by.

Display Window: The DE laboratory needs a display window in order to train students to teach this important phase of the distributive process. Students need a window and set-up as nearly as possible like a store window. The students can use the window to feature important college events and activities. If the DE students have the proper window and room set-up, merchants will loan merchandise to be used in making displays. Therefore this display window, facing the corridor but entered from the DE workroom, is a most important part of the DE training equipment.

The window should be 9 feet long, 8 feet high, and 6 feet deep. It should be 18 inches from the corridor and classroom floors. The

actual size of the glass in the front of the window should be 6 feet high and 7 feet long.

The ceiling and side walls should be plywood so as to facilitate the use of tacks. The floor should be pine covered with felt carpet for the same reason.

Two to four inches below the ceiling there should be hung or fastened in some permanent fashion a grill--concrete mesh wire would be good. This grill is placed so that signs, merchandise, display props, etc., may be suspended from the ceiling of the window.

Lighting of Window: A 3/4 inch pipe should be placed close to the ceiling so that clamp-on lights can be placed all across the front of the window. Eight or ten lights that clamp on, swivel, and that can have different colored gelatins placed over them for different lighting effects will be needed. When these lights are needed closer to the back of the window, they can be attached to the ceiling grill. Plug mold should be run along the front of the window at the top to attach these lights. A double floor plug should be placed on each of the three sides of the window for any floor lighting that may be needed. The ceiling lights or grill must not show from the hall. Thus the window has to be planned so that there will be a two foot difference in the height of the window and the glass height.

Curtains: A simple draw curtain to be drawn when the window is being arranged is needed for the front of the window. A traverse rod for holding this curtain should be placed at the top of the front of the window. When the curtain is back, it should not show at either side of the window. Also the curtain must not be too close to the lights at the top of the window because of fire danger.

Door: The door into this window should be at one side rather than at the back. The door should also open out of the window into the workroom rather than into the window.

Manikins: Three manikins are needed--one standing girl, one standing boy, and one seated girl--all college size. Two manikins are needed for the two wall cases.

Seating: The DE classroom needs to have trapezoidal tables and stack chairs with a minimum of 6 square feet of table space for each student. Twelve trapezoidal tables, 30" X 30" X 60", and 30 chairs will be needed. Five students can be seated at two trapezoidal tables. The tables lend themselves unusually well to work with small groups, for they can be arranged in a number of different combinations.

Chalkboard: This room needs a minimum of 20 lineal feet of chalkboard space.

Bulletin Boards: This room needs at least 15 lineal feet of bulletin board space.

Cabinets: Two cabinets (E and F), approximately 5 feet in width, with shelves 18" high, are needed to house the supply of state course outlines used in the teacher preparation curriculum and reference books furnished by publishers. The cabinets should be built at either end of the selling unit. In addition, a magazine rack for trade journals and trade papers is needed. Two four-drawer filing cabinets (letter size) for reference materials and pass-out materials are needed.

Open Shelving: Students need open shelves on which to place their books and materials while in the DE laboratory. It would be helpful to have individual tote-trays for each student. When other textbooks,

notebooks, etc., have to be placed on the tables, no room is left for the student to work on DE materials.

The tote-tray cabinet should be custom-made in order to utilize thirty-eight feet of wall space and at the same time provide an additional display area. The top of the tote-tray cabinet has ample room for a number of displays to illustrate a variety of lines and designs. It will also provide an excellent location for an illustrative counter or ledge display.

Audio-Visual Equipment: Tape recorders, record players, filmstrip projectors, movie projectors, opaque projectors, overhead projectors, video-tape equipment, and flannel boards are used in the training of prospective distributive education teacher-coordinators. The room should be equipped with black-out shades. A lenticular projection screen should be permanently located above the chalkboard. A television monitor for closed circuit TV should be mounted at one end of the chalkboard and a colored TV projector at the other end.

Storeroom and Workroom: The DE laboratory needs a large storage and workroom. This should open into the classroom if possible. It needs to be well-lighted and ventilated and to have a sink with both hot and cold water. This room needs adequate storage cabinets for display manikins and display materials and equipment which needs to be kept clean. We need a closed cabinet space, 9 feet long, 6 feet high, and 3 feet deep to store manikins. One wall should have open graduated shelving to the ceiling at every available wall space. An audio-visual aids closet and blueprint cabinet should be included. This storage room should have a long wide counter against one wall. This counter

is needed for making signs, posters, display props, painting, etc. The students need space for making figures out of chicken wire, paste, and paper.

Additional Equipment: A spirit duplicator, a Thermafax Copier, a tape recorder, and a 35 mm sound-slide projector are needed. These are needed in addition to similar equipment housed in the audio-visual laboratory.

CHAPTER IV

EVALUATION OF PLANNED TEACHER TRAINING PROGRAM FOR DISTRIBUTIVE EDUCATION BY CONSULTANTS

Dr. Ralph E. Mason

Dr. Ralph E. Mason is the Chairman of the Department of Business-Distributive Education and Office Administration at Indiana State University, Terre Haute, Indiana. Dr. Mason has written several books and articles about distributive education and has co-authored a textbook used by the public schools of Texas in distributive education. He is well-known in his field and came highly recommended.

Dr. Mason spent two days visiting and discussing teacher training of distributive education teachers with the Project Director during July, 1972. The following is a list of topics discussed, along with his suggestions and recommendations.

Topic: Evaluation of Curriculum

Comments: The curriculum at Indiana State includes both vocational distributive education and vocational office education. The professional courses are aimed at both majors and include students in both areas. The three required courses are as follows: "Philosophy, Organization & Administration of Vocational Business and Distributive Education," "Techniques of Coordination in Vocational Business and Distributive Education," and "Methods of Teaching Vocational Business and Distributive Education." Dr. Mason suggested that the professional area in distributive education projected for University of Houston should include the office occupations as well. This would result in higher enrollment and would cover another area in vocational education.

Dr. Mason suggested that consideration be given to having the curriculum with two emphases: (1) one designed to prepare those teacher-coordinators going into the cooperative plan, and (2) one designed to prepare those who plan to teach in the laboratory-project classes. The latter plan should include courses in display, advertising layout, and textiles.

He reviewed the total curriculum as proposed at the University of Houston and thought that it was satisfactory.

Topic: Textbook and reference materials used in distributive education courses

Comment: The following texts were suggested for the courses in the Houston curriculum:

BST 384: Organization and Administration of a Distributive Education Program

Mason, Ralph E. and Peter G. Haines. Cooperative Occupational Education and Work Experience in the Curriculum, 2nd ed. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1972.

BST 385: Principles of Occupational and Technical Education

Evans, Rupert N. Foundations of Vocational Education. Columbus, Ohio: Merrill Publishing Company, 1972.

BST 485: Methods of Teaching Distributive Education

Crawford, Lucy C. and Warren G. Meyer. Organization and Administration of a Distributive Education Program. Columbus, Ohio: Merrill Publishing Company, 1972.

Topic: Leaders in distributive teacher education

Comment: A list of 16 names were submitted by Dr. Mason.

Topic: Recent trends at all levels--secondary, post-secondary, adult, and college--in vocational education and in distributive education

Comments: The following is a list of trends: (1) one state supervisor for all Co-op type programs, (2) more city supervisors of distributive education, (3) more regional supervisors of distributive education, (4) the Project Method will become more popular, (5) distributive education will broaden its scope to cover more of the wholesaling and service selling areas of distribution, (6) more disadvantaged youth will enroll in the distributive education programs, (7) the term "Career Education" will become more popular, (8) more high schools will open placement offices, and (9) post masters work in distributive education will become more popular.

Topic: Suggestions on choosing distributive education programs for student teaching

Comments: These are Dr. Mason's suggestions: (1) must have an active DECA Chapter, (2) must have an active advisory committee, (3) good reputation as to emphasis on training, (4) coordinator must have three years teaching experience and have a master's degree, (5) the program must emphasize adult training.

Topic: Suggestions on classroom equipment

Comments: In the 1970's there will be more emphasis on wholesaling and service selling. The classroom should have representative units instead of models and they should be movable and interchangeable. Gondolas, auto parts house counters, supermarket display equipment, etc., can be used to emphasize wholesaling aspects of distribution.

Video taping equipment should be installed in the distributive education classroom. A sign-making machine and cash register should be available for use.

Topic: Recruiting suggestions

Comments: The following is a list of Dr. Mason's suggestions on recruiting: (1) referrals from high school distributive education coordinators, (2) transfers from area vocational schools and mid-management programs of the post-secondary schools, (3) marketing majors are a good source of applicants, (4) business and office education majors are another good source of students, (5) set up a booth at Youth Leadership Conference with Houston college students manning it, (6) have students talk with local programs of distributive education in either the classroom or club meetings, (7) identify distributive education as a major on the application that a student makes to the university.

Topic: Other topics

Comments: The following is a list of topics that were discussed: (1) review of Federal legislation concerning distributive education, (2) recommendations on coordinator certification for both post baccalaureates and undergraduates, (3) ideas for research, (4) how teacher education units are financed in other states, (5) sources of information concerning bibliographies in distributive education.

Dr. Mason concluded that the University of Houston was fortunate to have such outstanding college as the College of Technology in which

to house the Distributive Education Teacher Training Program. The task-oriented approach to teaching is most necessary in the teaching area courses that the future teacher-coordinator must take. He was satisfied that the future of the program was going to be successful.

Professor Lucy C. Crawford

Professor Crawford is on the Distributive Education staff of the College of Education at Virginia Polytechnic Institute, Blacksburg, Virginia. She has had many years experience as both teacher-coordinator, supervisor, and teacher educator in distributive education. Professor Crawford was the principle investigator on a research grant given by the U. S. Office of Education, U. S. Department of Health, Education, and Welfare entitled, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education."[8] This was a three-year study and contains five volumes. Professor Crawford used this document and applied it to the revision of the curriculum at her university. This experience gave her an insight into the problems faced by the Project Director in developing a curriculum at Houston and she was, therefore, able to give invaluable advice to him. Copies of these studies, along with many other items used in the program at VPI were furnished by Professor Crawford during her visit to the campus in August, 1972.

The following is a summary of the conversations between the consultant, Professor Crawford, and the Project Director. Several weeks prior to her visit, Professor Crawford was sent copies of the proposed

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[8]Lucy C. Crawford, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education, Vols. I-V. (Blacksburg, Virginia: Virginia Polytechnic Institute, 1967 and 1969).

Houston curriculum, along with key questions which would form a basis for the consultation.

Topic: Evaluation of Curriculum

Comments: Based on her findings in the above mentioned research studies, Professor Crawford concluded that the curriculum designed for the Houston program was adequate. She did suggest that in light of the increased interest in and development of the Project Method (Pre-employment Lab) in distributive education courses in art and design, and advertising layout should be included in the teaching area. Since there are six hours of electives allowed in the Houston curriculum, students could be counseled into these suggested additional courses. Professor Crawford was impressed with the fact that most of the teaching area courses emphasizing the "task-oriented" approach to teaching are available in the Business Technology Department of the College of Technology.

Topic: Textbook and reference materials used in distributive education courses

Comment: The following texts were suggested for the courses in the professional distributive education courses:

BST 384: Organization and Administration of a Distributive Education Program

Crawford, Lucy C. and Warren G. Meyer. Organization and Administration of a Distributive Education Program. Columbus, Ohio: Merrill Publishing Company, 1972.

BST 385: Principles of Occupational and Technical Education

Evans, Rupert N. Foundations of Vocational Education. Columbus, Ohio: Merrill Publishing Company, 1972.

Roberts, Roy W. Vocational and Practical Arts Education, 2nd ed. New York: Harper and Rowe, Publishers, 1971.

BST 485: Methods of Teaching Distributive Education

Mager, Robert and Kenneth M. Beach. Developing Vocational Instruction. Palo Alto, California: Fearon Publishers, 1967.

Topic: Recent trends at all levels--secondary, post-secondary, adult, and college--in vocational education and distributive education

Comments: Recent trends in high school level: (1) more project-type programs, especially in rural areas, will be made available; (2) more options will be made available, such as co-op food merchandising, co-op petroleum merchandising, and non-co-op fashion merchandising; (3) senior courses in basic marketing will be offered; (4) education for employment-type courses will be offered to the 7th, 8th, and 9th graders; (and 5) the U. S. Department of Labor is encouraging schools to offer co-op type courses on junior high level. This is called WECP--Work Experience Co-operative Programs.

Recent trends on post-secondary level: (1) the trend is towards more specialization; i.e., food merchandising, supermarket merchandising, and petroleum merchandising; (2) community colleges are taking over more responsibility in adult distributive education training programs.

Recent trends in adult education: (1) enrollment has dropped drastically nation-wide, (2) adult education is not a top priority program any longer.

Recent trends in distributive teacher education: (1) more undergraduate institutions are offering degree programs with complete pre-service certification programs, (2) more collegiate chapters of DECA are being formed, (3) colleges are offering more courses in directed work experience, (4) more professional literature and books are available now for use in the directed work experience courses, (5) trend is towards graduate courses being offered on an "across-the-board" basis rather than specializing in distributive education alone.

Topic: Suggestions on student teaching in distributive education

Comments: All available outlines and information bulletins used at VPI were furnished by this consultant for use by the Project Director. It was suggested that the student teacher spend the first two weeks of the student teaching period observing in the various training stations which are used by the cooperating teacher-coordinator.

Topic: Suggestions on classroom-laboratory layout and equipment

Comments: A complete written description and layout of the classroom-laboratory used at VPI was furnished. It was suggested that this be referred to as a laboratory by the university and that only distributive education classes be held in it.

Topic: Recruiting suggestions

Comments: (1) Send each student in the College of Business a letter informing him of the distributive education teacher training program, (2) record a speech about the program on cassette

tape recorder so that interested students may hear about program in absence of counselor, (3) visit community colleges to discuss program, (4) sponsor a distributive education "day" on the university campus, (5) ask Texas Association of Distributive Education Teachers for assistance in recruiting, and (6) contact sociology majors on campus as possible teacher-coordinators of disadvantaged programs.

Topic: Other topics

Comments: The following topics were also discussed: (1) review of Federal legislation concerning distributive education, (2) recommendations on teacher-coordinator certification, (3) ideas for research, (4) how teacher education units are financed in other states, (5) sources of information concerning bibliographies.

VPI has 92 majors in the undergraduate distributive education program and 40 graduate students. Courses in coordination techniques on the graduate level are all on the "across-the-board" basis. A follow-up study on graduates of the program at VPI showed that 50% of the graduates go into the teaching of distributive education subjects. Virginia has a joint meeting of all teacher educators twice each year. Enrollment in the directed work experience course, which requires 500 hours of work experience counts as the 2-years work experience, is mandatory for those who do not enroll in the course.

Professor Crawford was most pleased with the program as outlined for the University of Houston. She was also impressed with the climate of the College of Technology and its approach to the "task-oriented" method of teaching.

Both Dr. Mason and Professor Crawford left the Project Director many valuable aids and suggestions, gleaned from their many years of successful experience. As is true in any undertaking of this nature, the moral support of such persons is of inestimable value.

CHAPTER V

IMPLEMENTATION OF PROGRAM

After the curriculum was developed, it was necessary to obtain approval of certain academic committees in the College of Education, the College of Technology, and the Academic Committee of the University of Houston. Approval was received from these committees and the University of Houston's Board of Regents gave its final approval during the spring semester of 1972. Tentative approval of the program was given by the Texas Education Agency at this time and two courses in the distributive education professional area were offered during the first six week of the summer, 1972. Eight students enrolled in each of these two courses. Four of these students are now full-time teacher-coordinators in the Houston area. One course was put on the evening schedule for the fall semester, 1972.

A system was worked out to analyze transcripts and develop deficiency plans for those teacher-coordinators who are employed full time and need to meet the certification requirements. Additionally, certification requirements have been worked out for the post baccalaureate student who is not employed full time.

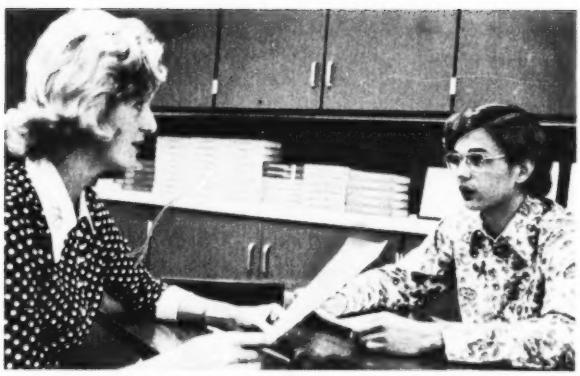
A teacher educator has been appointed effective September 1, 1972, and he will be in charge of the program. Course descriptions of the new distributive teacher education program will be included in the 1973-1974 catalog of the College of Technology and will be available for distribution in the fall of 1972. Plans are under way to commence recruiting distributive teacher education majors and to publicize the program statewide.

teacher preparation for

DISTRIBUTIVE EDUCATION

undergraduate program

Business Technology
College of Technology
University of Houston
Houston, Texas 77004



WHAT IS DISTRIBUTIVE EDUCATION?

Distributive Education is an occupational program of instruction at the secondary, post secondary, and adult levels for training persons who are interested in careers in marketing and distribution. The responsibility for these programs rests with a distributive education teacher-coordinator.

THE TEACHER-COORDINATOR

The teacher-coordinator of distributive education is a faculty member of the local school district and assumes the tasks of preparing students for employment in distributive occupations. These tasks may include:

1) Working with community business leaders to ensure the practical applicability of the success of the program.
2) Providing pre-employment laboratory experiences in the classroom
3) Providing job related classroom instruction.
4) Recruiting and selecting interested students.
5) Placing students in on-the-job training stations in local businesses.
6) Evaluating student progress both on-the-job and in the classroom.
7) Sponsoring the local Distributive Education Clubs of America chapter.
8) Teaching adult courses in marketing and distribution.

PREPARATION NEEDED

Preparation for certification in distributive education requires specialized, applied business technology courses, professional teacher education, and occupational competency. Student teaching is included as a requirement, along with two years of full-time work experience in a retailing, wholesaling, or service selling business. Special provisions are made for employed teacher-coordinators who have partially fulfilled the requirements. The program of teacher education in distributive education at the College of Technology, University of Houston, provides the necessary courses in a baccalaureate degree program to enable interested and qualified individuals to meet certification requirements.

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OPPORTUNITIES FOR EMPLOYMENT

Employment opportunities for qualified distributive education teacher-coordinators are excellent, with the demand traditionally exceeding the supply. Salaries are competitive and the teacher-coordinator is normally paid for an additional month's work while school is not in session to provide needed time for planning and organizing the year's activities. Texas has the largest number of distributive education programs in the nation.

If you are interested in seeing your teaching ideas applied immediately to job situations; guiding students toward meaningful career objectives; and making a dynamic contribution to the business community, a career as a distributive education teacher-coordinator may be for you.

FOR FURTHER INFORMATION CONTACT:

W. A. Speary
Teacher-Educator
Distributive Education
College of Technology
University of Houston
Houston, Texas 77004

UNIVERSITY OF HOUSTON
4 YEAR DISTRIBUTIVE EDUCATION CURRICULUM

FRESHMAN

English
Mathematics
Speech
Business Operation
Science
Computer Science
Psychology
ROTC/HPE

SOPHOMORE

Textiles
Business Records
Economics
History
Business Law
Political Science

JUNIOR AND SENIOR

Distribution Technology
Supervisory Practices
Applied Statistics
Principles of Advertising
Introduction to the Profession of Teaching
Educational Foundations for Teaching
Report Writing
Salesmanship
Organization of a D. E. Program
Principles of Retailing
Methods of Teaching D. E.
Principles of Occupational Education
Office Systems
Merchandising
Supervisory Problems
Applied Problems in Distribution
Student Teaching in Distributive Education
Electives

CHAPTER VI

BROCHURE

A brochure was written and printed during the period of this research project. This brochure will be used to publicize the new program in mailings to prospective teacher-coordinators and given directly to those interested in the program. A copy is attached.

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APPENDIX A

A SUMMARY OF A STUDY OF COLLEGE AND UNIVERSITY UNDERGRADUATE TEACHER EDUCATION PROGRAMS IN DISTRIBUTIVE EDUCATION (CATALOG STUDY)

SUMMARY OF A STUDY OF COLLEGE TEACHER EDUCATION PROGRAMS IN DISTRIBUTIVE EDUCATION

A study was made of college and university catalogs in order to determine what other schools were offering teacher education in the distributive education area.

Fifty-eight letters were sent to the teacher educators as listed by the Council for Distributive Teacher Education requesting catalogs and information concerning the distributive education program offered by their institution. Thirty-four replies were received from this mailing.

This study revealed that the programs ranged from informal programs with one specialized course in distributive education to structured programs offering seven such courses.

In most cases the distributive education program was a part of the business education program regardless of whether the business education program was in the department or school of education or in the department or school of business administration. One university has a department of vocational education which offers the curriculum in Distributive Education.

In the majority of the states, one college or university has been designated to provide for the training of distributive education coordinators by the vocational division of the state department of education. Illinois has seven colleges and universities offering courses in distributive education teacher education.

Table I lists the professional distributive education courses offered by the 34 universities that listed one or more courses at the undergraduate level.

Table II lists the teaching content courses included in the distributive education programs of the 34 colleges and universities that sent catalogs and curriculum guides.

This survey of colleges and universities provided valuable guidance in planning the distributive education curriculum. The curriculum selected for the program at the University of Houston is similar to the teaching area and professional courses required of the schools surveyed.

TABLE I

PROFESSIONAL DISTRIBUTIVE EDUCATION COURSES OFFERED BY THIRTY-FOUR COLLEGES AND UNIVERSITIES

Course Title	Frequency	Total
Methods of Teaching Distributive Education	16	
Methods of Related Work Experience	1	
Teaching of Distributive Subjects	1	
Teaching Secondary School Distributive Education	1	
Teaching Procedures in Distributive Education	1	
Teaching Merchandise Display	1	
Methods of Teaching Salesmanship, Advertising, and Display	1	22
Organization and Operation of D. E. Programs	3	
Organization and Administration of Vocational Business D. E.	2	
Organization and Administration of High School and Adult D. E. Co-op Programs	2	
Organization of D. E.	1	
Organization and Administration of D. E.	3	
Organization and Coordination of D. E. Programs	1	
Operation of D. E. Programs	1	13
Directed Occupational Experience	15	
Internship in D. E.	4	
Co-op Work Experience in D. E.	1	20
Structure in D. E. Curricula	1	
Organization of Materials in Marketing and Distribution	1	
Methods and Materials in Vocational D. E.	5	
Curriculum in D. E.	2	
Individual Instruction Techniques	1	

Course Title	Frequency	Total
Instructional Systems in D. E.	1	
Materials Laboratory: D. E.	1	
Development of Instructional Materials in D. E.	1	
Improvement of Instruction in D. E.	1	
Project Programs In D. E.	1	15
Student Teaching in D. E.	5	5
Principles of D. E.	2	
Introduction to D. E.	1	
Problems in D. E.	1	
Functions and Structure of D. E.	1	
D. E. Programs	1	
Issues and Trends in D. E.	1	
Principles and Philosophy of D. E.	1	
Distributive Education	3	
Philosophy of D. E.	1	
Areas of Distribution	1	
D. E. Programs for Adults	1	
Foundations of D. E.	1	
Seminar in D. E.	1	
Business and Distribution Programs for Adults	1	
Post Secondary Business and Distributive Education	1	19
Coordination Techniques of Co-op Programs	9	
Coordination Techniques in D. E.	2	
School and Community Relationships of the Teacher-Coordinator	1	12
Distributive Education Youth Organizations	1	1

TABLE II

COURSES REQUIRED IN TEACHING AREA FOR DISTRIBUTIVE EDUCATION MAJORS BY THIRTY-FOUR COLLEGES AND UNIVERSITIES

Course Title	Frequency	Total
Advertising	19	
Advertising and Display	1	
Advertising and Sales Management	2	
Advertising Copy and Layout	1	
Retail Advertising and Sales Promotion	2	
Promotional Strategy	1	26
Principles of Marketing	28	
Consumer and Market Behavior	3	
Marketing Management	2	
Public Relations	3	
Market Analysis	1	
Marketing Research	7	
Wholesaling	3	
Marketing Institutions	1	48
Principles of Salesmanship	12	
Sales Strategy	1	
Sales Management	5	
Personal Selling	2	20
Business Law	24	
Introduction to Business	5	
Business Correspondence	9	
Business Statistics	9	47
Principles of Retailing	16	
Retail Management	5	
Retail Administration and Policy	1	
Retailing Math	1	
Procedures in Store Operation	1	24
Principles of Management	19	
Personnel Management	9	
Small Business Management	1	39
Principles of Accounting	30*	
Introduction to Data Processing	2	
Uses of Financial Accounting Data	1	
Organization and Analysis of Business Data	1	
Data Processing	5	39

Course Title	Frequency	Total
Principles of Finance	8	
Personal Finance	2	
Business Organization and Finance	1	
Corporate Finance Management	1	
Investments	1	
Risk and Insurance	1	
Credits and Collections	1	15
Merchandising	5	
Merchandise Information	4	
Textiles	4	
Color and Design	2	
Display	3	
Applied Design	1	
Fashion Merchandising	1	
Color Design and Fashion Merchandising	1	21
Principles of Economics	24*	24

* These are one year courses.

COLLEGES AND UNIVERSITIES THAT OFFER ONE OR MORE
UNDERGRADUATE TEACHER EDUCATION COURSES
IN DISTRIBUTIVE EDUCATION

University of Alabama; University, Alabama

Colorado State University; Fort Collins, Colorado

Central Connecticut State College; New Britain, Connecticut

Delaware State College; Dover, Delaware

University of South Florida; Tampa, Florida

University of Georgia; Athens, Georgia

Illinois State University; Normal, Illinois

University of Illinois; Urbana, Illinois

Indiana University; Bloomington, Indiana

Ball State University; Muncie, Indiana

University of Northern Iowa; Cedar Falls, Iowa

University of Maryland; College Park, Maryland

Michigan State University; East Lansing, Michigan

University of Michigan; Ann Arbor, Michigan

Wayne State University; Detroit, Michigan

Western Michigan University; Kalamazoo, Michigan

University of Minnesota; Minneapolis, Minnesota

Saint Cloud State College; Saint Cloud, Minnesota

Moorhead State College; Moorhead, Minnesota

Mississippi State University; State College, Mississippi

Central Missouri State College; Warrensburg, Missouri

Montana State University; Bozeman, Montana

University of Nebraska; Lincoln, Nebraska

Eastern New Mexico University; Portales, New Mexico

University of North Dakota; Grand Forks, North Dakota

Bowling Green State University; Bowling Green, Ohio

Ohio State University; Columbus, Ohio

Oklahoma State University; Stillwater, Oklahoma

Temple University; Philadelphia, Pennsylvania

Utah State University; Logan, Utah

Eastern Washington State College; Cheney, Washington

Wisconsin State University; Whitewater, Wisconsin

University of Wisconsin; Madison, Wisconsin

University of Wyoming; Laramie, Wyoming

APPENDIX B

STATISTICAL DATA CONCERNING AREA III DISTRIBUTIVE EDUCATION (HOUSTON-GULF COAST AREA)

INFORMATION ON AREA III DISTRIBUTIVE EDUCATION[1]

1. Number of months Coordinators are on contract---Eleven (11)

2. Number of new coordinators hired in Area III in the following years.

1967	--	21
1968	--	24
1969	--	27
1970	--	30
1971	--	32

3. Counties in Area III are:

Angelina	Harrison	Panola
Brazoria	Houston	Polk
Chambers	Jasper	Rusk
Cherokee	Jefferson	Shelby
Fort Bend	Liberty	Smith
Galveston	Matagorda	Trinity
Gregg	Montgomery	Tyler
Hardin	Newton	Walker
Harris	Orange	Wood

4. Major Cities in Area III.

Houston
Beaumont
Galveston

5. Statistical Data in Program

Year	No. of High School Programs	No. of Students	No. of Schools
1971	110	3,820	106
1970	98	3,420	88
1969	87	3,402	84
1968	80	3,800	78
1967	75	2,625	73

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[1]Data furnished by Mr. Ray Anderson, Consultant, Area III, Texas Education Agency.